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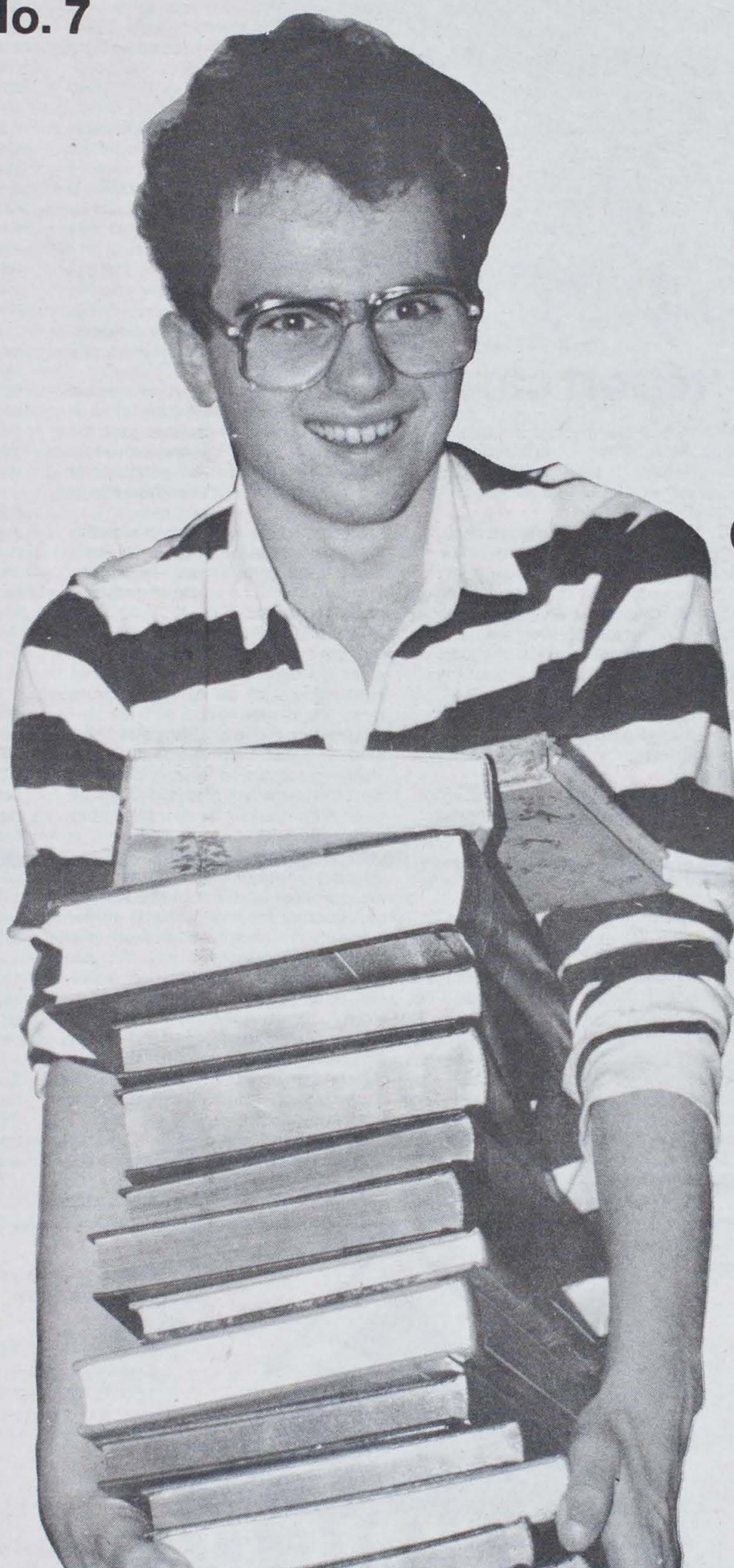
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New **Expression**

The Magazine of **Youth Communication**
(Chicago)

Volume 10, No. 7

October, 1986



How do 'C' students feel about top GPA classmates

Does the 'C' student in your English class resent the student who's grabbing 'A's'? Or are the top students admired by those who just get by? What is it like to be stereotyped as 'a nerd'?

Reporter Etoi Garrison surveyed 'C' students from all parts of the city to answer these questions. She also interviewed the top students themselves.

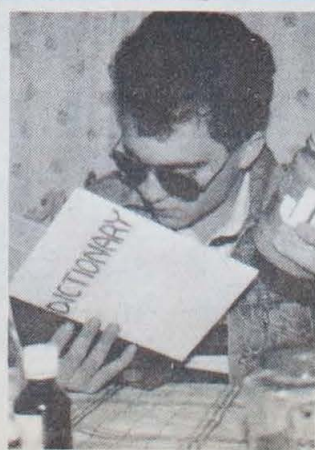
Her findings are very different from the comic characters on television. You'll find the REAL facts about 'smart kids' on Page 3.

Photo by Alexander Chaparro



Also Inside:

- Our Special College Supplement offers help for seniors facing the fall panic for college applications. Find out about the new financial aid plan...about women's colleges and black colleges. You'll find it all on Pages 7 thru 11.
- Young Chicago's first short story of the year by Erin Martin portrays the shocking relationship between one teen and her mother. Her story appears on Page 13.



- The next letter grade that you see will be your own high school. The State of Illinois has graded every school in the State. When is Report Card Day? Find out on Page 2.

- Before you open that bag of potato chips, read the label. Just how much do you know about what you're about to eat? Take the nutrition literacy test and find out on Page 4.

Inside Track



Chicago Schools' "report card"
1985 testing scores

	All city schools	Lane Tech	Lake View	Lincoln Park
grade levels	9 10 11 12	9 10 11 12	9 10 11 12	9 10 11 12
reading	33 32 32 24	76 80 77 79	33 34 32 32	49 67 67 68
math	28 32 32 37	74 76 75 81	28 32 32 35 1/2	47 50 57 53 1/2
science	26 27 27 24	72 70 67 73	29 27 22 27	38 51 56 51
social studies	32 31 31 30	78 75 73 74	32 31 26 29	45 61 66 59
writing	39 38 32 35	81 80 76 74	35 34 31 33 1/2	56 70 68 62
information research	35 35 31 32	78 81 80 84	32 32 31 31	49 64 68 64

Chart reprinted by permission of Lerner Newspapers

Photo by Joseph Vidal

Schools wait for 'report cards'

Illinois students won't be the only ones receiving report cards this quarter. Their schools are receiving grades as well.

The 12-page report cards, which are being compiled by the State Board of Education, will each include statistics ranging from students' ACT scores to the school's average class size.

Lee Milner of the Illinois Dept. of Instruction said that the school districts have already received their report cards, but to his knowledge, only one district, Evanston, has publicized the information.

Some school officials are concerned about the possibility of misusing the "report card" information once it's made public. The officials fear that

schools will be marked as bad or good without any consideration of the difference in the economic backgrounds of the students in each school.

By law, the remaining districts have until Oct. 31 to distribute their reports. That means that Chicago students should find out about their school through the daily papers during the first week of November.

Frank Mattaliano, a senior at Tilden, says "I don't really care (about my school receiving grades) just as long as I graduate and get my diploma."

The idea to grade schools was initially suggested by Governor Thompson.

Adolfo Mendez

Right to drop gym kept secret

Although the right to be exempted from gym class is now a state law, most Chicago high schools are not advising students of their rights.

Among the students from 23 different high schools interviewed by **New Expression**, only Lincoln Park students reported that they had been offered a means to apply for a P.E. exemption. At Lincoln Park the announcement was made at a special senior assembly.

"After the assembly I obtained a form from the chairman of the physical education department. Then I got my parents' signatures and my coach's approval," said Kwesi Mercurius, a senior at Lincoln Park. Mercurius needed his coach's signature because he was seeking an exemption based on his participation in varsity soccer.

A coach's signature was not needed for those seeking an exemption because they needed another class for graduation or for college entrance. Those seeking academic exemptions were asked to meet with their counselors.

Mercurius returned his form to the chairman of the P.E. Dept., who evaluated each athlete's request for exemption. Within a week he received approval to drop gym.

Mrs. Marna Shapiro, a counselor at Lincoln Park, explained that a three-week deadline was set for students who wanted to be exempted from gym. "We wanted to deal with the athletes before doing anything else," she said. She was surprised that so few students requested exemptions. "To my knowledge only about 35 students have requested to be removed from gym," she said.

A spokesperson for the Instruction Committee of The Board of Education admitted that the exemption process is complicated. "One reason it was made so difficult is that we don't want every senior in the city requesting to be excused. So, to avoid this, we made it difficult to do. We realize that for some, exceptions must be made, which is why this policy was created."

But at most public schools the students haven't even been informed about "how difficult it is." Students we talked to at Julian, Hyde Park, Corliss, Bogan, Lindblom, Whitney Young, Morgan Park, South Shore, Englewood, Bowen, Kelvyn Park, Gage Park, Mather, Harlan, Simeon, Chicago Vocational, Metro, Dunbar, Sullivan, Fenger, Carver, Crane and Near North had no information about any means they could take to request an exemption.

At certain Catholic high schools such as St. Wilibrord, Unity and St. Ignatius, juniors and seniors are not scheduled to take gym. They are required to take four semesters of P.E. during freshman and sophomore year, which balances out to the four quarters' credit that the state requires.

At Wilibrord, though, there is a new P.E. system set up this year. Eddie Jones, P.E. teacher at Wilibrord, explained that students must take four semesters of gym for a graduation requirement, any time during their four years. (Continued on Page 5.)

Correction

In the September issue, **New Expression** incorrectly reported that Lucius Williams, quoted in the "Drug Jokes" story, was a member of the CVS track team. Williams has since acknowledged that he was never a member of the track team. We sincerely regret this error.

Homework plan hard to enforce

The new homework regulation for Chicago Public High School students of two and a half hours of assignment work per day is not changing the lives of most high school students this year according to a random survey by **New Expression** in eight high schools.

"I've always tried to give 25 minutes to an hour of homework because it gives the students a better understanding of what is going on in class," said Edward Lattyack, a math teacher at Lindblom.

A geometry teacher at Kelvyn Park, Thomas Keyes, thinks that the new rule by the Board is trying to say, "Yes, par-

ents, you're kids *do* get homework." Keyes hasn't changed his classroom policies as a result of the ruling. "I'm tired of parents asking me whether their child gets homework in my class," he said. "I give it to them every night."

Michael Kane, a history teacher at Kenwood, feels that it was a waste of money to print the description of the homework policy. "It's not telling the teachers anything new. My students get homework every night," he said.

Shortly after the new regulation was approved by the Board of Education in August, **New Expression** contacted

Board officials to question them about the practical problem of the 2.5 hours requirement for high schools students since most high school students attend six to eight classes a day. We asked whether teachers would be expected to confer with one another about homework loads. And we asked whether the ruling treated long-range independent projects such as term papers as part of the daily requirement. We were told that each high school would have to come up with its own plan.

Lindblom principal, Alice Pease, says, "There is no specific way to deal with the policy. There is no way that we can make sure that that each student leaves school

with two and a half hours of homework.

"I think that the policy should focus more on the quality of the homework rather than the quantity of it," she said.

Judith Steinhagen, DuSable principal, said, "We have what is called a teacher/student agreement in which both the students and the teachers meet to agree on the amount of homework given."

Lisa Darty, a sophomore at Kenwood Academy, says she's never heard of the new policy from anyone at school. "But it doesn't matter," she said. "I get at least three hours of homework every night anyway."

Cynthia Catledge and Crystal Adams

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'A' students aren't seen as 'nerds'

By Etoi Garrison

Ian Alonzo has a 4.3 grade average, and everyone in school knows it. But no one is more sensitive to what it means to be a "smart kid" than Ian himself.

"I think that students who get 'A's' like me believe that the 'C' and 'D' students are angry at them," he said. "Instead of trying to be friendly toward us, they make jokes. I just avoid them," he said.

But according to a **New Expression** survey of 121 "C" students from all parts of the city, Ian may be over-reacting. The "C" students (59%) see Ian and other smart kids as the students who "keep the class interesting." The "C" students (49%) "respect the smartest students for making sacrifices to achieve their academic accomplishments." And 49 percent see the smart kids' curiosity as "rubbing off on other members of the class."

"Most of the people that I know make the class interesting and inspire me to study harder," said Donna Stampley, a senior at Harlan.

Cheremi Jones, a senior with a 3.9 grade point average at Hyde Park, actually seeks out other students in her honors class who are smarter than she is. "I concentrate on learning from them, not resenting them," she said.

The 'C' students (59%) see 'A' students as the ones who "keep the class interesting."

In fact, the "C" students (45%) are really happy to have these smart kids around because they "keep the teacher happy so that the teacher doesn't get down on the whole class."

The "C" students in **New Expression's** survey do not see smart students the way that movies such as "Lucas" or the "Breakfast Club" portray them. Only 30 percent said that the top students "make it hard to feel good about going to class" or "make it hard to participate in class."

While most of the "C" students respect the smarter students, a few are annoyed by the

competition that occurs among the smarter students. Dawn Bedingfield, a senior with a 3.7 average at Fenger, is irritated by the way "A" students compete for grades. "When they compete with each other, it makes me feel kind of bad and left out," she said.

It's this sense of competition for grades that seems to damage the smart kids' image with their classmates more than any other quality.

Over half of the "C" students (57%) in the survey said that they see the smart students huddling together just before a test. They are the ones who compare their test marks as soon as papers are returned (61%). They are the ones who choose the front desks (50%) and raise their hands regularly (63%).

Lenise Hightower, a sophomore at Metro with an "A" average, is aware of this competitive image. She intentionally avoids answering some questions in class. "Sometimes I have to be silent because I don't want to be the only one in the class to keep answering questions," she said.

A third of the "C" students in the survey resent the effect of the smart students' competitive attitude in their classes. According to 32 percent of them, "smart students play a good game with the teachers to get their grades."

"Grades are the problem," Ian Alonzo agrees. "It seems that sometimes my friends congratulate me and sometimes they hate me because of good grades."

Teachers are another problem to both the "A" students and the "C" students. According to the survey, students see teachers emphasizing the difference between the smart and the average student.

One-third of the surveyed students with averages below 3.0 indicate that teachers allow the smarter students to move ahead as soon as they understand what is being taught and leave the other students behind.

Dr. Mary Jane Kearny, a professor at the National College of Education, admits that teachers will usually be tempted to call on students who are prepared. "But the teacher has to create an atmosphere in which everyone is encouraged to contribute to the class because everyone has different perspec-

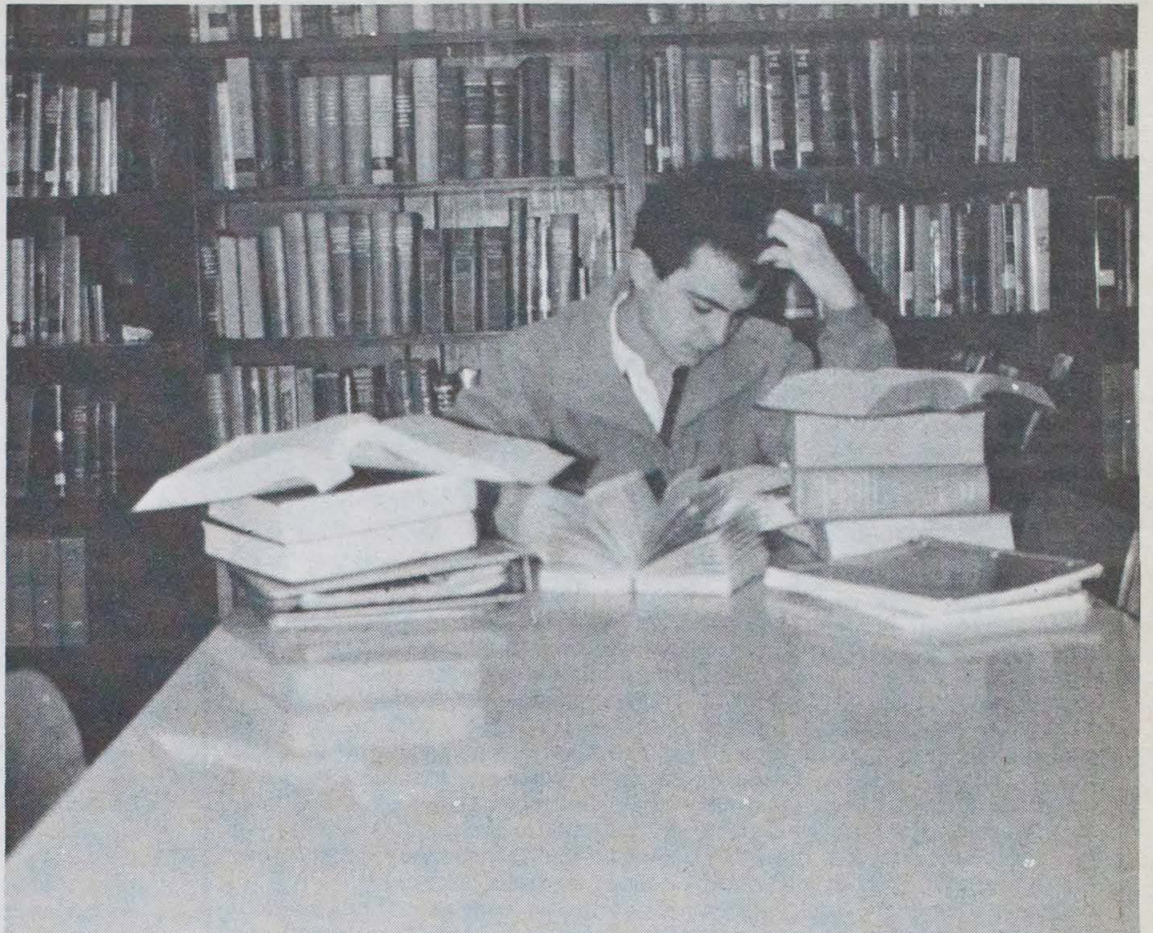


Photo by Alexander Chaparro

tives to share in a discussion," she said.

John Patton, an average junior at Hyde Park, says he experiences this frustration of not contributing. "Sometimes I don't speak up in class, not because I didn't study, but because I'm afraid that my answer won't be as good as theirs," he said.

This frustration is a special problem for "smart" girls. According to Judith Burleigh, Professor of Education at Roosevelt University, research indicates that girls are hesitant to appear smarter. "Sometimes students are afraid of being laughed at. Friendships become more important than grades for some students," she said.

Because of peer pressure, Crystal Williams, a senior with a 3.8 grade point average at Whitney Young, admits that she gave in to peer pressure and let other people copy her papers. "After a while I stopped because I decided that I worked hard for my grade and they didn't," she said. "I'm just like everybody else, but I excel in school because I work hard."

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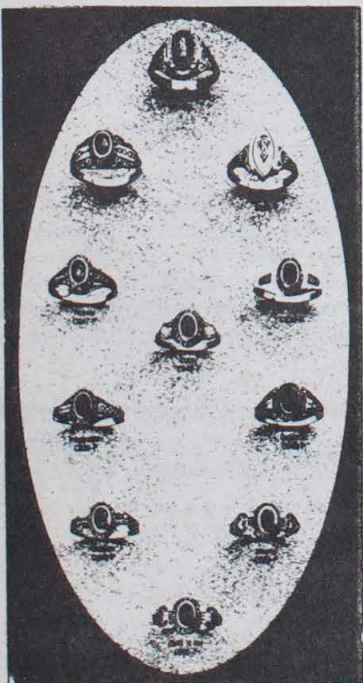
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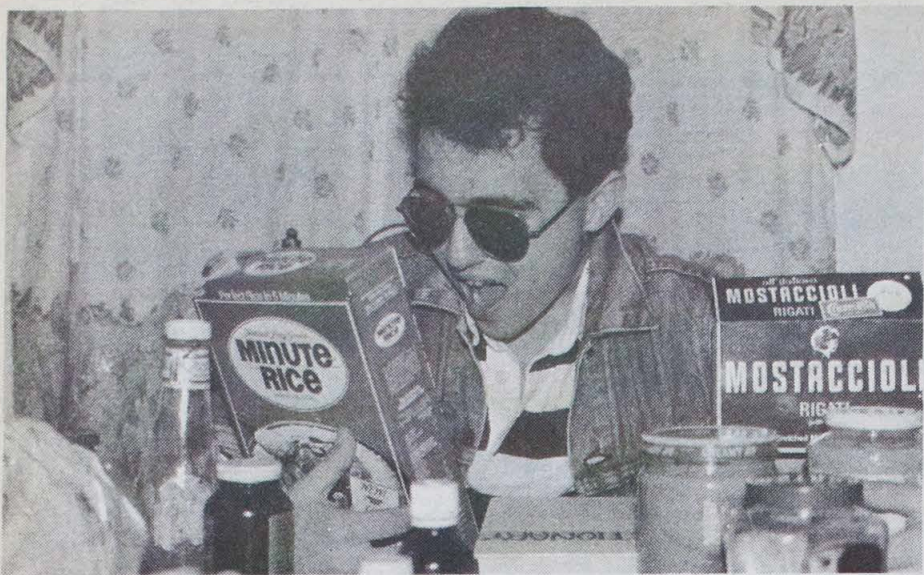


Photo by Roger Gazza

By Sonya Young

Do teens know how to read a Mars Bar wrapper? A can of Classic Coke? A bag of Ruffles Potato Chips?

"I don't know what I'm drinking," said AnaLisa Leppanen, a junior at Lincoln Park, as she drinks a can of Dr. Brown's Black Cherry Soda. "I read the labels on food and feel really guilty. If everyone reads the labels and finds out what some of the ingredients are and how they affect you, teens wouldn't eat the food."

"Biology and chemistry didn't help me to learn about nutrition," says Ralph Paredes, a junior at Kenwood. "I never read the labels on foods. I just eat the food."

"It's hard," admits Sean Hicks a senior at Whitney Young. "The labels are hard to read because you don't know what the long words are and what the stuff is."

It's so hard that 86 percent of the teens who took the nutrition literacy quiz printed on this page failed to answer even half of the questions correctly.

For example, "Fructose," printed on the Coke can, is a sugar. There are other names for sugar, such as sucrose, corn syrup and dextrose. They all provide an abundance of calories that end up as added weight unless a person is active enough to burn them off.

Or take "monosodium glutamate," a preservative found in Jays Barbeque Flavored Potato Chips, which leads to high blood pressure, especially when it's added to the "salt" which is also listed on the package.

Aamir Khan, a junior at Senn, is one of those rare students who has learned to read labels. Aamir learned to interpret the ingredients on food labels in his honors chemistry class taught by Mrs. Carol Coltman.

Jack Streicher educates about labels in his second year consumer education class at Senn. "We are constantly doing labeling," Streicher said. "I bring dozens and dozens of labels and explain a whole

unit on food. I bring in handouts and labels from soup cans and other products. The class learns about what preservatives are and how they affect you.

"The questions asked in the class make it obvious to me that the students are very curious about their food and chemical intake. They have a more concerned attitude about the effect of what they are eating than they did before they started the class," he said.

Teens who learn about nutrition (and how to read the labels on foods) can make healthier choices in the school cafeteria and at the grocery store," says Nancy Snider, a home economics-food instructor at Mundelein College who helped **New Expression** prepare the fast-food nutrition test on this page.

Mrs. Vivian Randolph, a biology teacher at Senn, says she is now asking her students to look at menus and decide what a balanced meal is and to list the foods and calories they consumed for a week.

"Admittedly, this is the most extensive unit in nutrition I've taught," she says. "I usually try to mention nutrition, but there is not enough time in the curriculum. I consciously try to cover some things about nutrition, but it's hard to relate it to everyday life."

Tom Miller, a physical education teacher at Senn, believes that teens should have nutrition as a large part of the P.E. class.

However, even if a P.E. nutrition class were required, many teens wouldn't show much interest in it according to a **New Expression** survey. "I don't think I'd pay attention in a health class," says Latreece Gibbs, a junior at Sullivan. "It sounds boring."

"If a health class were offered, I wouldn't sign up for it," claims Holly Williams, a junior from Senn.

Mrs. Bernadette Norris, a P.E. teacher at Lake View, recognizes this negative attitude towards nutrition in the classroom. "No, it's not going to change their minds," she said. "Teenagers are mainly fast-food people. A good nutrition class may improve their choices in little ways, but the media and peers will influence them more. We just give them the basics in health class."

Get involved with New Expression!

Are you interested in becoming a reporter or reviewer for **New Expression**? Then be sure to attend the second All-City meeting on Wednesday, October 29 at 4:00. **New Expression** is located at 207 S. Wabash on the 8th floor.

If you are unable to attend but are still interested in joining the staff, contact Tanya Bonner at 663-0543.

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How well do you read labels?

- How many calories can a 16-year-old guy consume each day while he's on the football team and still not gain weight?
a. 2200 c. 4000
b. 3400 d. 5000
- How many calories should a 16-year-old girl limit herself to if she's practicing daily on the swim team and does not want to gain weight?
a. 1500 c. 2300
b. 850 d. 4000
- "High Fructose Corn Syrup" is an ingredient in Classic Coke and other soft drinks, fructose is a:
a. vitamin c. sugar
b. fat d. all of the above
- You are trying to lose weight and prevent cavities by avoiding sugar. Which can of pop should you choose? The one that is sweetened with:
a. corn syrup solids c. invert syrup
b. fructose d. none of the above
- If you were going to buy the least fattening potato chips for a party, what ingredient would you look for on the package?
a. hydrogenated shortening
b. palm oil
c. coconut oil
d. polyunsaturated vegetable oil
- Imagine yourself at Burger King trying to avoid high-fat lunch. Which of the following has the most amount of fat?
a. chicken sandwich c. small fries
b. chocolate shake d. small onion rings
- Tang is fortified with vitamin C. This means vitamin C
a. occurs naturally in Tang c. is both a and b
b. is added to Tang d. is none of the above
- Pink Panther and Sons Hot Cocoa Mix with Mini Marshmallows contain carbonylmethylcellulose. What is it?
a. a texturizer or thickener c. a non-caloric sweetener
b. ground up sponges d. a seaweed product
- Runners consume carbohydrates such as pasta and bread to get sustaining energy for a long race. Which of the following results from these high carbohydrate foods?
a. causes sweating
b. provides about 113 calories per ounce
c. provides 255 calories per ounce
d. none of the above
- French fries are fried in saturated fat. This fat:
a. is only cholesterol
b. cannot be burned off by exercise
c. does not add calories to french fries
d. occurs naturally in french fries

Answers to labels test

- (b) According to the Food and Nutrition Board, National Academy of Science—National Research Council, the recommended number of calories for a 16-year-old male is 3500 if he is healthy and active.
- (c) A healthy and active 16-year-old girl should consume 2300 calories each day, according to the National Academy of Sciences—National Research Council.
- (c)
- (d) Corn syrup solids, fructose and invert syrup are all forms of sugar.
- (d) Polyunsaturated vegetable oil is the lightest of all the oils listed because it contains the least amount of hydrogen atoms.
- (a) Chicken usually has little fat,

but when it is fried in various oils and when mayonnaise-based sauces are added, the amount of fat increases.

7. (b) When Tang is fortified with vitamin C, the vitamin is added to the drink to enrich it and make Tang more nutritious.

8. (a) The cocoa mix is thickened with carbonylmethylcellulose.

9. (b) Carbohydrates and proteins both contain 133 calories per ounce.

10. (b) Saturated fats are found in animal products like butter, meat, fat and lard. They are filled with hydrogen atoms, which is the chemical basis for the term. These fats build up and eventually increase cholesterol levels that cannot be burnt off by exercise.

But more than just the basics are taught at the DuSable High School Clinic because nutrition is given special attention. Students are counseled on a one-to-one basis.

"Once a year we have a big sports nutrition roundup when we talk to teen athletes about how to increase carbohydrates and protein for a particular sport and how much to eat before a game," says Louise McCurry, a nurse at the clinic.

The clinic also pays special attention to the dietary needs of pregnant teens and diabetics. Pregnant students are examined on a regular basis and given free pamphlets on nutrition. Diabetic students are helped with their diet and blood sugar control.

"The program helps," says Sherita Bundrage, a junior at DuSable. "I used to eat a lot of junk food, but now I don't."

"I stopped eating junk food, too," adds Jacqueline Halface, a senior at DuSable. "I don't eat anything fried after I found out about my high-blood pressure."

"With education there is usually a change in attitude," McCurry concluded. "Our health program is separate from the health course taught in P.E. I think our program is the jewel of the system."

But programs like DuSable's are hard to find. Most students we interviewed admit that they eat without thinking. "I figure it's not nutritional," says Ayanna Sims, a sophomore at Calumet, as she walks out of Burger King. "But I love the taste."

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Cruisers use cars to drag & brag

Jonas McMillan

At 79th and South Chicago two motorcyclists meet at a traffic light. Their engines start to rev and whine at a high pitch. As the red light turns to green, the screech of rubber fills the air as the two cyclists barrel down a city street full of admiring watchers.

This scene is repeated about thirty times a night on week-ends in good weather. Drag racing is nothing new. It has been popular since at least the mid-40's. However, today's new approach to racing is more casual and laid back. It's often called "cruising" when two young motorists drive round and round a known area until they meet at a red light and decide to race.

On the South Side of Chicago, the hot spot on Friday and Saturday nights is the White Castle on 79th and South Chicago. Cars usually start to arrive around midnight and keep coming until 2 a.m. The most popular cars are mid-70's GM models like Cadillacs, Regals, Skylarks and Camaros.

The actual number of racers is slim compared to the number cruising and showing-off. The 98 Club, consisting of late-model Olds 98's, Chevy Impa-

las, Buick Riveras and various souped-up sedans, cruise nightly on Stoney Island, honking their horns and blinking their headlights for attention.

Radical racing bikes also have their share of stunts, like wheelies down the middle of the street. On the whole it's the motorcycles that do most of the racing. It is rare to see cars racing at all, but when they do, it is a sight to see.

Large, gas-guzzling cars gun their engines and speed down the strip in a grudge match. The owners of the newer, sportier, more expensive cars sit in the parking lot and watch the commoners foolishly waste their time. Corvette and Porsche owners turn up their noses at the prospect of racing a rusty old Nova.

Rare restoration car-owners act the same way. A jet black 1967 GTO driver cruises regularly down South Chicago, showing respect for the value of his car, while the careless owner of a rare 1957 Ford Falcon cuts in front of cars and runs red lights as if his car was not a collector's item.

Police regulations in Chicago on the sport of cruising are not as strict as they are in other cit-

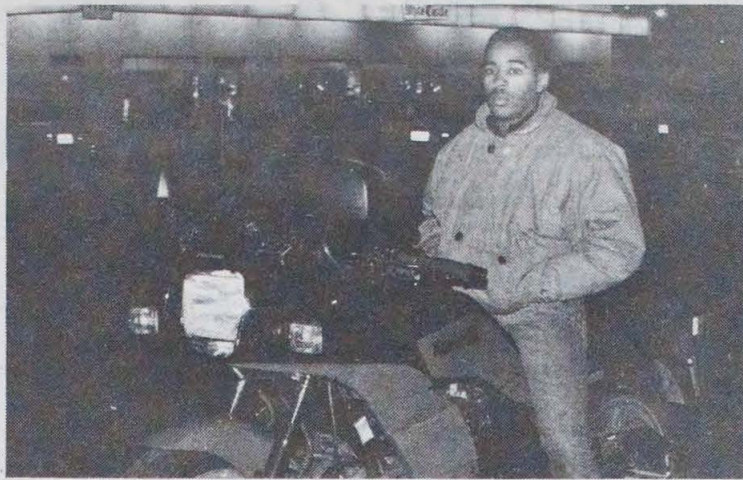


Photo by Samuel Martin

ies. Occasionally, police open fire hydrants to disperse the crowds of onlookers. And if that doesn't work, they might issue a "special attention call" to squad cars in the area. This call notifies police cars to pass through the area and let their presence be known.

However, in cities like Pleasant Hill, California, officials are imposing a strict crackdown on what they consider "criminal trespass by motor vehicle." California State Vehicle Code 21100 subsection K now defines cruising as, "the repetitive driving of the motor vehicle past a traffic

But that type of amateur drag racing is possible in Texas because the racing strip is long and flat. The Chicago-area raceways are oval and unsuited to drag racing. An official at Raceway Park in Blue Island commented that they won't consider opening the park to drag races "because we have a circular track."

Chicagoans don't really have to worry about having to go to an actual drag strip to do their racing, as long as they are willing to support such well known cruising spots as 79th and South Chicago, 79th and Kedzie (Bogan High), 87th and Scottsdale/Cicero,—all near a White Castle. Other popular sites are Sulton and Damen, Elston and Clybourn and Kilbourn and Ferdinand. Racers say that as long as there are cars on the road, there will be cruising in the streets.

Photographers Artists

Join the New Expression staff and display your talent. Call Marsh Jordan (663-0543) for information about joining.

Gym drops kept secret

(Continued from Page 2.)

Gian Tran, a senior at Whitney Young, said she interviewed her gym teacher about gym class exemptions for her school paper. She told **New Expression** that the P.E. chairperson, told her that "gym teachers are not losing any sleep over this new policy."

"Although students have the

right to try and drop gym, some requirement in the end will force their request to be denied," the gym teacher told her. In her survey of 75 Whitney Young students, she found that 4% had requested an exemption and had been denied, but she had no way of checking with those students because the survey

was anonymous.

Marion Winston, a senior at Harlan, has been denied an exemption in her attempt to take an accounting course in place of her gym class. She said she needs to take accounting in order to be accepted as a Business Administration major at Iowa State University. She sent

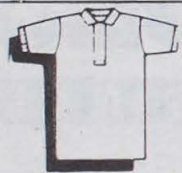
a letter to Iowa State requesting a letter from the University advising her principal that she needs the accounting class. However, she has yet to hear from Iowa State, and she has been denied permission to drop P.E.

"I sent my letter off last month, and I'm still waiting," she said. "I've talked with my counselor

already, and he said that he can do nothing until I bring him a verification note from Iowa State. Presently I already have eight classes, and the only way I see I'll get that accounting class is to have gym removed from my schedule."

Wendell Hutson

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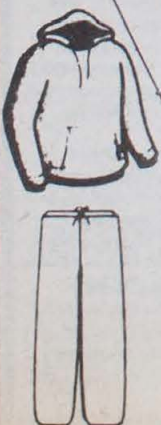
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News Briefs

"Before I'll ride with a drunk, I'll drive myself."



By Ellen Novar

Schools Compete to Stop Drunk Driving

High school student groups can compete for the **Reader's Digest** \$500,000 "Don't Drive and Drink" college scholarships. Students have from Jan. 1 to April 10, 1987 to establish an anti-drinking-and-driving program in their schools.

Once the program is completed, student groups must send the judging committee a report detailing what they've accomplished. Any program will be accepted as long as it addresses the problem of drinking and driving. Entries are due April 10, 1987. For more information write: Reader's Digest Foundation, Pleasantville, N.Y. 10570.

Free pamphlet explains adoption law

Illinois has changed its laws on adoption, laws which affect the mother who gives up the child, the child's right to know his/her natural parent and the right of the legal parent. A new free brochure detailing these recent changes in the Illinois adoption law is available by writing Catholic Charities of Chicago, Public Relations Department, 126 N. Desplaines Street, Chicago, IL 60606, or call 263-4298.

Tutoring Options

The Board of Education's "Students Helping Students" program is looking for teens who would like to become volunteer tutors for elementary school students after school for one or two afternoons a week. Interested students should call the Board's Bureau of Volunteer Programs at 890-8435.

The September issue of **New Expression** reported that 143 students volunteered for the program during the summer. According to Yolanda Wallace from the Bureau of Volunteer Services, four additional students volunteered for the program as a result of seeing the **New Expression** announcement in September.

Volunteers serve from 2:45 p.m. until 4 p.m. and from one to four afternoons per week, as determined by the local elementary school. All students must have a 2.5 or above grade point average and approval from a high school teacher or counselor to be in the program.

War Tour Teens

In celebration of the U.N. International Year of Peace, from Nov. 17 to 19, four teenagers from war-torn countries—Israel,

Palestine, Namibia and Chile—and two American youths will be in Chicago telling their stories of war and oppression as part of the 1986 Children of the War Tour.

The conferences, which will offer the audience a chance to discuss global policies with teens of diverse cultures, will be held at Rosary College in River Forest, Nov. 17; Northwestern University, Nov. 18; Chicago State University, Nov. 19. The admission, due by Oct. 31, is \$2.

For general information about the Chicago Children of the War Tour or to get involved in the planning, contact Drew MacAllister at 663-9079 or Leslie Byster at 427-2533.

Student grants to visit Japan

High school students can apply for the Mazda Corporation's 1987 educational exchange program that enables seven students nation-wide to live and study in Japan this summer.

Selection will be based on academic records, extracurricular activities, volunteer/work experience, a teacher recommendation, a written essay and the person's suitability for an exchange experience.

Applications can be obtained by writing to Youth for Understanding, Scholarship Administration, 3501 Newark Street N.W., Washington, D.C. 20016, or by calling toll-free (800) 424-3691 ext. 346.

Applications are due by November 26.

Co-ed varsity football

RENO, Nev. (YNS)—Early this month the Nevada Interscholastic Athletic Association (NIAA) reversed itself and will now allow coed football in the state.

Reno High School freshman Jessica Leverett challenged an earlier NIAA decision that ruled she could practice but not play in football games.

On Sept. 3, the NIAA met in an emergency meeting to rule on Leverett's challenge. In a unanimous decision, the NIAA Board decided in her favor.

Leverett played for two years in a youth football program and started as right guard for her first high school game on Sept. 4 when her team won 14-0.

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The NIAA's argument prior to its revised ruling, was that Leverett could be easily hurt. Reno football coach Jim Valine said that Leverett fully understood the potential for injury and could be competitive.

The original Nevada law stated that girls could not participate in boys' sports unless no parallel sport had been organized for girls.

Cola with a Jolt

The newest soft drink that is being test-marketed in Illinois, called "Jolt," has twice the caffeine and all the sugar of the regular colas.

Jolt is selling very well, and about 90 percent of the people buying it are teenagers, said George Litman, a local distributor. Litman has tried it himself and thinks it's disgusting. He describes Jolt as extremely trendy, much like Canfield's Diet Chocolate Fudge Cola.

According to Dr. Sharon Lietau, a psychiatrist at Loyola University Medical Center, caffeine is a stimulant that effects the heart, respiration and the brain. It causes increased heart rate and blood pressure. It makes people more wide awake so that they can concentrate better. Dr. Lietau warns that if consumed in large amounts, caffeine can cause anxiety attacks and irregular heartbeat.

Byrd sees SUPR plan

Students of the Chicago Public High Schools who proposed SUPR—Students United for Participation and Representation—presented their proposed Constitution to members of the Board of Education on Sept. 22, upon the request of Board President George Munoz.

"They did a good job," said Patricia O'Hern, chairperson of the Board's Legislative Committee. O'Hern and Mattie Hopkins were the Board members who met with the SUPR reps.

O'Hern says that the proposed SUPR organization for city-wide student representation is complicated. Her concern lies with the number of students that would be involved should the Board of Education wish to endorse SUPR. "I think it's an unrealistic number. The more students involved, the longer it takes to make decisions. We have to be sure about what we decide on," she said.

The next step for this student organization is to meet with the General Superintendent of Schools, Manford Byrd, she said.

"It's up to the general superintendent to decide where we should go with (SUPR)," O'Hern said.

Rod Wimberly, a senior at Kenwood and one of the students who presented the proposal to the Board, says he has written and mailed a letter to Dr. Byrd and is waiting for a response. "I'm impatient. I want to see immediate results," he said.

"(But) the fact that the Legis-

lative Committee knows who we are and that Mr. Munoz took the time to set up this meeting, makes me think we're doing well for a student-run organization," Rod said.

Schools are also becoming familiar with SUPR. Keith Johnson, a senior at Dunbar, has collected 135 response forms from his school that support SUPR.

On Oct. 2, North District Superintendent Norman Silber and his assistant organized the first meeting with student representatives from the North District at Lane. Nearly half of the students who attended that meeting had participated in the creation of the SUPR Constitution over the summer.

Alex Rivera, a senior at Clemente, said that Silber plans to establish "about ten committees" to deal with school problems such as gangs and the dropout rate. Another meeting is scheduled for Oct. 30.

Central District Superintendent Grady Jordan said he had scheduled a meeting with representatives from each Central District High School for Oct. 21, but now he plans to reschedule it due to other business on that day. "Hopefully, we can still meet on the week of the twenty-first, if I can find the time," he said.

New Expression was unable to reach South District Supt. Reginald Brown. The South District is the only district that has not made any move toward student representation.

Adolfo Mendez

DO YOUR BEST

OVERCOMING SEX BIAS IN CLASS

WHAT CAN YOU DO?

First, observe your teachers and classes to see if you can uncover the kinds of bias described above. Also, examine your own experiences and those of your friends. Do you get all the encouragement you need—especially in "nontraditional" courses? Or do you get the message that maybe you should be someplace else?

If you find yourself in a class with problems, don't despair. There are several things you can do to try to correct the situation.

- For a few days, keep track of the number of times female students are interrupted versus the number of times males are interrupted. If the number of women is much higher, privately bring it to the attention of the teacher.

- Monitor how many times women and men are called on to see if there is a big difference.

- If the teacher makes an effort to be fair—frequently using "she" instead of "he" when making a general reference, for example—let the teacher know you appreciate it by nodding, or mentioning it after class.

- Talk with other students. Have they also noticed different attitudes toward men and women in the classroom?

- If you are asked to write a course evaluation, use this opportunity to comment positively or negatively on the way women are treated in the class.

- If a counselor or teacher recommends that you take (or not take) a particular class because of your sex, bring it up with your parents or a sympathetic teacher and decide the best way to complain and get what you want.

Keep in mind two things: 1) Teachers appreciate feedback on their work; but 2) They are also very sensitive to criticism from a student. If you have a criticism, try to make it constructive, by suggesting a solution. Once teachers are aware they are treating men and women students differently, they are more likely to change.

More women are attending college than ever before. But they still face many kinds of discrimination. Girls in high school classes are also often subjected to subtle pressures which may be harmful to their career opportunities.

According to Dr. Bernice Sandler, an expert on women and education, college

"The next question is a really tough one, so I think we better let one of the boys answer it."



teachers often treat women and men differently. As a result, many women college students continue to shy away from fields (like science) that are traditionally considered "masculine." Many women also lower their academic and career goals while in college.

The attitudes and behavior that harm female students are often hard to spot, but they are still very serious. A 1982 report issued by the Project on the Status and Education of Women titled "The Classroom Climate: A Chilly One for Women," brought together the results of several studies to show that teacher behavior can have a definite effect on students.

Teacher actions that seem to have a negative effect on young women include:

- Calling on the men in the class more often than the women.

- Addressing the entire class as if it included only men, by saying things like, "What if your wife..." or "When you were a boy..."

- Giving men more time than women to answer questions before going to another student.

- Interrupting women students more often, or allowing them to be interrupted by other students;

- Asking men more challenging, "thinking" kinds of questions;

- Giving credit to men for their comments ("As Jose just said...") and not doing the same for women;

- Not taking women's career aspirations seriously, believing they'll only get married anyway;

- Referring to doctors, scientists, and

supervisors as "he" and secretaries, patients, and assistants as "she" when giving examples;

- Making "helpful" comments like, "I know you girls have trouble with figures; I'd be glad to help after class."

These kinds of actions are found in high schools as well as in colleges. And chances are teachers who do any or all of them are not even aware of it.

"Most faculty want to treat all students fairly and as individuals with particular talents and abilities," says Roberta M. Hall, author of the report. But, she adds, many teachers—men and women—may unconsciously treat male and female students differently in the classroom. This unintentional behavior can do much harm and it is unlikely to be corrected since the teacher is unaware of it.

With little encouragement from teachers (or even subtle discouragement) some women students may stop participating in class discussions, feel reluctant to seek extra help when they need it, or even drop a class or switch majors altogether. When women are not encouraged to develop good rapport with advisers and teachers, they also lose possible mentors.

All of this can result in feelings of helplessness, anger, frustration, and self-doubt. If women lose confidence in their abilities, they may lower their career goals and close off future options.

[This excerpt from *It's Your Future: Catalyst's Career Guide for High School Girls* was made possible by a grant from The Shell Companies Foundation, Inc.]

New Expression *October 1986* **7**

New Expression's 1986 College Supplement

College 'clinics' offer student aid



Photo by Karisma Townsend

by Ron Smith

When Bernard Clay was a junior in college he realized that some of his younger friends needed help in understanding the college admissions process, so Clay formed an informal counseling service while he was still a student himself.

Today Clay is a "college crusader" who gives his advice to over 1500 teens yearly as the founder and executive director of the Introspec Youth Agency at 4 N. Cicero.

The Youth agency helps place teens into colleges around the country, but "Introspec also helps teens find financial aid for college and jobs to help them pay for their education."

Clay said most of the students who enter the agency are students "who have had three years of poor academic performances in high school and are not prepared for college."

Any teen who has questions about the college admission process can consult the center for advice and help, although the center caters mainly to students on the West Side. Once students get into college, they can still receive help from Introspec if they need it.

"Anytime the kids have trouble, all they have to do is call us," says Clay. The

center also offers students a peer counseling service, one in which high school students are paired with someone who is presently in college. "The purpose of this program is for students to learn from the experiences of teens who are already in college," Clay added.

For students who are starting the college admission process, Clay advises that they check out each college's financial aid record in their search for a good school. "There is no point in picking a college if the school does not have the financial resources to keep you there," he says.

Clay stresses that "teens should make sure that they apply early for college and then be prepared to follow up." He adds, "If it is not in writing, don't take it for granted."

"Students don't realize that the college admissions process takes at least 18 months, beginning in the junior year of high school when students should be taking their first entrance exams."

Clay sees his role at Introspec as a resource, but not as a "high school counselor. All many of them do is keep track of a student's records; we offer guidance," he said.

What will the future hold for Introspec?

Clay says Introspec will soon become automated. "We're preparing to offer ACT and SAT preparation classes on computer," he explained. And with rising college tuition costs, the future for Introspec is bound to mean more requests for financial aid counseling.

Glossary of Financial Aid Terms

FAF (Financial Aid Form): this type of form is used by colleges to determine a student's eligibility for financial aid. You can get a form from your college counselor after January 11, 1987. Cost is \$7.50 for a report to one college plus an added \$5.50 for each additional college. Check to see whether the college of your choice requests FAF information as part of the college's financial aid decisions. If you have more questions about the form itself, call (800)772-3537.

FFS (Family Financial Statement): this form is very similar to FAF. Some colleges request FFS and some request FAF, so you may have to complete both forms and pay for both forms if you are applying to more than one school.

The colleges use the FAF or FFS along with information about grants you have received to suggest a financial aid package. That package will probably include the college's offer for work/study income, possibly scholarship help from the college, a suggested amount in a government loan and a suggested amount for the family and student to supply.

Pell Grant: a federal grant program which provides money to students based on financial need. As tuitions go up, the Pell grant goes up. Congress has raised the maximum award in 1987 to \$2,300. Each applicant must apply directly to the federal government on forms that are available from the high school counselors. The student must re-apply each year he/she is in college. Call the Department of Education at (301)984-4070.

ISSC (Illinois State Scholarship Commission): a state funding group which grants scholarships to Illinois residents on the basis of need. (This year Illinois will also award \$500 tuition grants to Illinois State Scholars based on achievement rather than on financial need. All students who are in the top ten percent of their graduating classes are eligible to receive a Scholar's Grant.)

Applicants must plan to attend an Illinois college or trade school to be eligible for an ISSC or a State Scholars grant. ISSC grants now go as high as \$3100 for tuition costs only. Forms are available in the high school counselor's office. Call 948-8550. Deadlines for applications is June 1. Applications should be available January 1, 1987.

College Work/Study grant: a federally-sponsored program which gives a student up to 15 hours of work per week to help finance college costs. The government pays 80 percent and the college pays 20 percent of the salary.

NDSL (National Direct Student Loan): financial assistance given by colleges as part of a financial aid package after all forms are complete. The government picks up the interest on the loan until the student finishes school, then the graduate must pay back the interest and gradually pay back the entire loan.

IGL (Illinois Guaranteed Loan): this type of loan can only be secured from a bank, usually one where you or your family have a standing account.

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Profiles in disappointment: How 4 students lost funds

By Vida Cross

Angela

In freshman year Angela received \$4,000 in financial aid to defray the \$8,500 in room, board, tuition and expenses at Spelman College in Atlanta. As a sophomore she lost all of that aid.

"I guess the fact that I didn't receive any financial aid was my fault, but I didn't know about the April 1 deadline for FAF. In high school, when I was making out all of my applications, the people at Spelman sent me the papers with the deadline date on them. But once you are an undergraduate student, the college expects you to find out about deadlines and complete financial aid forms on your own."

"One day I went into the financial aid office because I wanted to know how my situation looked for sophomore year. That's when someone asked me if I had sent in my FAF form by April 1. By this time I was already a month late, but I sent it in anyway."

Without FAF information the college could not consider her financial aid request, and she and her mother were faced with an \$8,000 expense for sophomore year.

Angela said that she was aware that incoming freshmen received greater consideration for financial aid from the college than older students do. She

knows now that she needs to be more competitive as a college student than as a high school senior in planning for her financial aid.

Sally

Sally liked Purdue the minute she saw it. Her only college application was to Purdue, and Purdue accepted her in April. She was living a dream come true until mid-July when she received her financial aid package.

According to the aid plan, Sally was expected to contribute \$700 by working, but this was mid-summer and she had no job. Although her aid package from Purdue offered \$4,600 in grants and loans, the package left an "unmet need" of \$2,906. Of that amount, Purdue expected her to pay \$1,500 by Aug. 20 in order for her to begin school on time. Her dreams were falling apart. Her parents had no way to meet the payment.

Then, two days later, she was referred to Introspec Youth Services. (See the story on page 8.) Introspec's director, Bernard Clay, helped Sally secure a tuition deferment from Purdue so that the \$1,500 could be paid off later in the year. Clay offered to handle her financial aid package for the next three years and she accepted with a sigh of relief.

Cassie

Cassie discovered that some college programs can cost much more than the estimated costs for the average freshman. Cassie auditioned for the drama school at DePaul University, but she didn't know until after she paid her audition fees that drama students at DePaul are charged \$15,000 to \$20,000 per year compared to the \$8,500 for other undergraduates.

"I was shocked when I finally took a good look at their catalog and saw that price. The little \$2,000 Pell Grant I was given wouldn't make a dent in my drama expenses, and the drama school can't give me any more financial aid."

"I realized awfully late that I couldn't afford to attend DePaul after passing the auditions. I had to look for another alternative, but, at least, I've learned how to read college catalogs carefully."

Tina

"My problems with financial aid were my own fault," Tina admitted. "I didn't know how to fill out my own financial aid papers. I would let my father do it, but he didn't know about the deadlines. He assumed that I would take the papers to school when I needed to, but I didn't know that he expected me to do that."

"And when everything went wrong, I was the one who had to leave college last year. I was able to return this fall to the University of Illinois, and I've taken on the responsibilities of applying for financial aid myself."

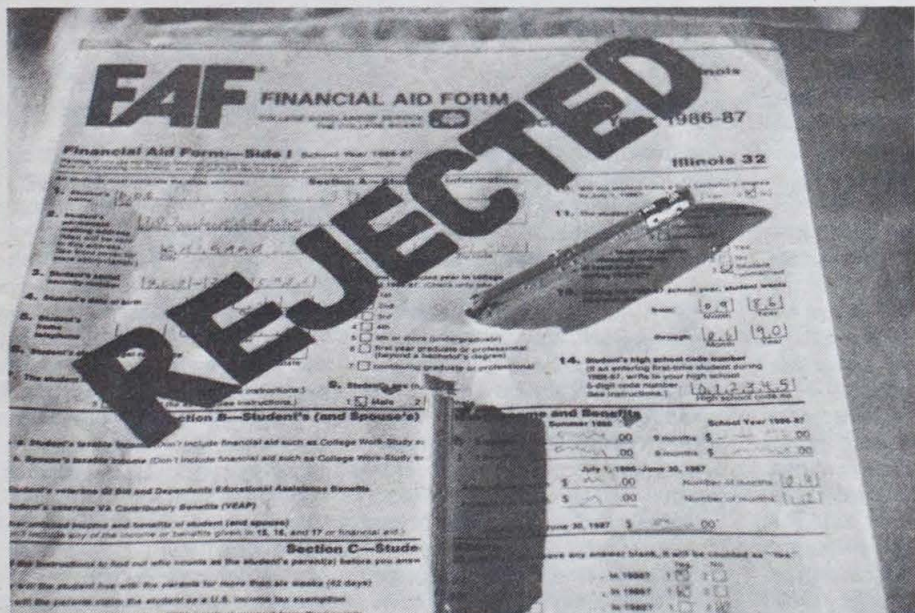
Tina missed the March 17 deadline for financial aid at the U. of I. when she was a freshman. She had filed for FAF-Pell,



Photos by Joseph Vidal

for her guaranteed loan and for work-study, which, together, would have provided her with \$5,000 towards her expenses. But she had neglected to meet the deadline for the University's direct aid, which needed to be filed with the financial aid office in Urbana.

Although she returned to Urbana for her sophomore year, she ran out of money before the end of the first semester. She returned home knowing that she owed \$2,000 for her fall term and would fall another \$2,000 short for her spring term. Her parents couldn't make up the \$4,000 difference. And Tina learned a lesson in organization the hard way.



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New Expression's 1986 College Supplement

Black colleges, women's colleges offer unique advantages — Women find supportive climate



By Paula and Leslie Eubanks
Photos by Alexander Chaparro

Why would girls who might have spent four years in high school jockeying to sit next to the cutest boy in class want to enroll in an all-women's college? The obvious reason, though not the only one mentioned by the college women we interviewed, is the chance to study with other women and to be taught in a school that focuses on women's interests.

Heidi Zawelevsky, 23, said she felt different in an all-women class than in a co-ed classroom. "I was met with more respect than suspicion for voicing myself, particularly as a woman," she said.

"My experience for two years at a co-ed school, at Reed, was extremely competitive. At Mills with women—at least in the English Department where I spent most of my time—students and teachers were simply more cooperative," Zawelevsky said. "Because we are all women, a level of common experience exists and thrives, something I hadn't expected, and something I hadn't experienced before."

"Mills took the sting out of my education. I stopped feeling like a refugee, unvoiced, defensive and burned-out. I think a women's college generally can build a trust and confidence in your own abilities," Zawelevsky said. "It should do this."

"It's a nice thing because you don't get those loud male voices coming through the doors. I used to live in a co-ed dorm, and it was definitely louder there," said Heather Katz, 22, also a graduate of Mills.

Tracey Brown, 24, liked the fact that she could wake up at 6:58, grab some coffee and get to a 7 o'clock class when she attended a women's college.

"Women who don't confront a co-ed classroom are not as pre-occupied with the way they look as those who do," she said.

"That doesn't mean most students at women's colleges aren't interested in men. My social life was fine at the end of my time at Mills, but at the beginning I had to go out and work for it, actively look for it," Brown said.

Many women's colleges in the United States are small, with fewer than 2,000 students. But small doesn't always mean isolated. Historically, women's colleges are often located near male campuses, and today most of these schools share classrooms, libraries, sports fields and social events.

Spelman College, an all-black, all-female college in Atlanta, is a member of the Atlanta University Center. The member schools share buildings and resources by linking each school's small community into a larger circle. Spelman also offers exchange programs to its students, enabling them to spend a semester at other women's colleges across the country.

St. Mary's College, Notre Dame, Indiana also shares with nearby Notre Dame University. The two schools are run by Roman Catholic religious orders and have merged their drama and religion departments.

A common engineering op-

Wellesley on the East Coast to Mills on the West Coast.

Mundelein College, the only women's college in Chicago, now offers such career-oriented majors as fashion merchandising, telecommunications management, food service management and interior architectural design in addition to the pre-professional degree programs.

Sue Curry, a 1983 Mundelein graduate in interior architectural design, found the encouragement of her women teachers to be an important advantage in her pursuit of a male-dominated career. Curry works at Watson and Boaler, Inc., the oldest design firm in Chicago, where she interned as a student.

"My design teachers were professional women who had experience in the field," Curry recalls. "They were role models and encouraged me to enter a field where nine out of ten of the top residential designers are male. I want to be in that top ten."

"Because we are all women, a level of common experience exists and thrives, something I hadn't expected. It took the sting out of my education."

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tion at women's schools is three years study at the women's college and two years at a traditionally male school for a BS degree in engineering. It's called a 3-2 program, and it prepares women to enter engineering fields that were once closed to them.

Most American women's colleges were founded in the 19th and early 20th century with programs such as foreign languages, social work, teaching, nursing, dance and fine arts, literature, religion and the "soft" sciences as their foundation.

Today, women's schools have broadened these foundations in the arts and humanities to the new feminist career orientations. Pre-Law, Business Administration, Computer Science, Pre-Med and Pre-Architecture are now available in most women's colleges—from Smith and

Most women's schools offer specialized programs that review the condition and history of women in America, programs that might not get top-billing at a co-ed college. "The whole focus at Mundelein is on women and how to be independent," according to Zabrana Decker, a senior Spanish major. "There's a great sense of community among women students."

But it wasn't because it was a women's college that Heather Katz chose Mills. "I chose Mills because of its reputation as a center for new music. I didn't even know it was a women's college until I applied," Katz, a violinist, graduated from Mills College last May.

"I missed the exposure to men and their ideas, but I can't picture myself having gone anywhere else," Katz said.

"I liked the idea that it was different," Brown said. "Not everybody chooses a women's college. I think that fact stands out in people's minds."

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Any young person under 21 who has performed 80 hours of voluntary community service from Sept., 1986 thru Aug., 1987 and whose work has been verified by a service supervisor is eligible to apply for the Sheriff's Youth Service Medal of Honor.

Applications for this program can be obtained from the Cook County Sheriff's Youth Services Department, 1401 S Maybrook Dr, Maywood, IL 60153. The phone number for information is 865-2900.

Blacks find roots, role models

By Charles Smoot

Why would a student who has struggled to intergrate himself in an inter-racial high school, choose to attend a college that takes pride in attracting a totally black student body? Charles Jackson, a graduate of Whitney Young, who chose all-black, all-male Morehouse College in Atlanta, says that he wanted to learn more about being a black man.

"I had to weigh the consequences and decide. Did I want a 'white man's' education or a 'black man's' education? I felt that I didn't know enough about the black culture and too much about the white culture, so Morehouse came out to be the best choice for me."

James Dodson, a 1979 graduate of Mendel, also had to weigh the consequences of choosing a black college over a predominantly white college since he wanted to be a journalist, and the best known colleges of journalism are all predominantly white.

Dodson attended the University of Iowa School of Journalism for two years before taking a year off and then transferring to Howard University for the

cessfully, but I may have felt unsure of my role as a black reporter. On the other hand, if I had spent four years at Howard, I may have doubted my ability to compete with other journalists in the job market."

"As a result of my transfer and experience at the two schools, I feel I have had the best of both worlds."

About 40 percent of the blacks who graduate from college, graduate from black colleges as Dodson did.

There are approximately 105 historically black colleges in the country, mostly operated as private colleges, although there are 35 state-supported schools that were chartered to be black colleges. Most are located in the south, the result of pioneer efforts by blacks immediately after the Civil War to make college education available for those who had been denied education as slaves.

Despite the fact that 40 percent of those who graduate with a bachelor's degree graduate from a black college, fewer than 17 percent of the nation's black college students actually attend one of these 105 historically

your personality," Evans said.

But the small enrollment at Morehouse and other black colleges that allows for this mystique also limits their resources, such as their libraries. "The resources at a black college aren't as great as the one at the white institutions, but the students make do with what they have," said Dr. George Smith, Executive Director of the Management Planning Institute. "In most cases, some of the students may not have been exposed to extensive resources so they really don't realize what they are missing."

Most of the black college students interviewed by **New Expression** complained of a lack of organization by the administrations at the black colleges. Jackson, who left Morehouse after his first year, said that although he thought the school was excellent culturally and socially, he did not agree with the way the administration interacted with the students.

"The major thing that I didn't like was the fact that the administrative offices were only available to students four hours out of every day, and the administrators such as the Dean, the registrars, and the counselors had two-hour lunches. The lines to see financial aid counselors and the registrars were unreal. You literally had lines all the way down the hall and sometimes, depending on the time of the semester, you had lines going all the way out of the building."

Dean Sherrill denies that administrative weaknesses are any worse at black colleges than at their white counterparts. "At a Georgetown or a similar school, a student may have to wait as long as three days to register for class, but if it takes a student at a black school more than 15 minutes then we have a problem," he said.

Whatever the impatience of black students over the inefficiency of school offices, all of



those we interviewed admired the black role models and the presence of black history in their courses.

As a part of his study of the black press at Howard, James Dodson was able to meet John H. Murphy III, publisher of one of America's oldest black newspapers. As a result of joining the Asa T. Spalding Insurance Society at Howard, a group that works to further the careers of blacks in the insurance industry, Roger Bradley now works for Golden State Mutual.

Bradley was able to study "Black Diaspora," an extensive, full year course on black history from 634 B.C. His friends at Jackson State are able to choose "The Black Female and the Family" and "Race and Ethnic Relations." For them, the 'significant other' reason for

choosing a college is the fact that it is a Black College.

About 40% of the blacks who graduate from college graduate from black colleges.

last two years of college. In his case, a rape story that appeared in the U. of Iowa's newspaper became a turning point for his whole college career.

The story was about a black woman who had been raped by a black football player. Both of their names were printed in the university newspaper, and the black student body at Iowa became outraged at this incident. After failing to get the University's Board of Regent to alter the newspaper's policy on such matters, black student journalists at Iowa revived their chapter of the National Association of Black Journalists, and out of this organization came the publication of *Pamoja*, a black magazine which Dodson edited. Dodson found himself faced with a student body who could not understand why the university needed a black publication.

The confrontation with the *Daily Iowan* helped set new goals for Dodson. "I became interested in the back press. But like most undergraduate schools of journalism in this country, the U of Iowa didn't offer a course on the black press."

Later that year he attended the annual communications conference for minorities at Howard, and the discussions there among minority student journalists convinced him that he needed a better understanding of black social content. "I needed the discussions, the contacts, the role models that the communications conference offered, but I needed them more than three days a year," he said. So he transferred to Howard and changed his major to history.

"If I had stayed at Iowa, I probably would have been competent enough to accomplish my work on a newspaper suc-

cessfully. This fact supports the claim of black college administrators that black colleges are more successful in preventing drop-outs than predominantly white colleges.

"The black student is welcome here," says Howard University Admissions Dean William Sherrill. "There is no problem of racism, and he is emotionally supported by the faculty and student body. There are things that happen (at a predominantly white college) that would not happen at a black college, things that make black students feel as if they're not welcome."

Sherrill also insists that there is a network at black colleges among the black students, the type of network that doesn't exist among whites or blacks at a predominantly white school.

"There's also more leadership opportunity for blacks at a black college. That exposure is helpful in getting the students to believe in themselves as black persons and eventually make the students try harder to achieve," Sherrill said.

John Evans, a 1963 graduate of Morehouse, remembers the effect that his teachers and classmates had on him. "I was at Morehouse when Dr. (Benjamin) Mays was president and men like (former Georgia state congressman) Julian Bond were attending. We knew that we had a purpose in being there. That was at the beginning of the Civil Rights movement, and the importance of being a black man was so relevant then that we all just banded together and did our best to try to change the world."

"Julian and others like Maynard Jackson did just that. But the bottom line of it is that the (Morehouse) 'Mystique' never leaves you. It becomes part of



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'Say no' to wimpy war on drugs

Nancy Reagan, on her national tour against drugs, schedules a stop at Millard Fillmore High School. Student leaders at the school are very excited about it. A great many preparations have been made.

On the day that she arrives, red, white, and blue bunting hangs from every corner of the building. An immense, impressive floral arrangement, designed by an advanced art class, says, "Welcome to Fillmore High, Nancy."

Hand-picked honors students, who were required to attend extensive etiquette lessons, were chosen to meet her. When she finally arrives, she tells a cheering, flag-waving crowd, "If anybody offers you drugs, JUST SAY NO!"

After all the pomp and ceremony are over, everybody returns to their routines. John Doe, who feels very bored with life, continues his "who cares" way of life by smoking marijuana behind the school loading dock. Jane Roe, who didn't feel like she could deal with life's pressures, went on snorting cocaine. And a shocking 61 percent of high school seniors continue to use drugs.

According to recent polls, voters feel that drugs are the biggest problem in high schools. American politicians, in the heat of the election year, find that drug prevention makes a wonderful campaign issue. Politicians welcome the Nancy Reagan "just say no" solution, and are approving billions of dollars for anti-drug programs.

But drug use among teens is a complex problem that will not be solved by the same old simplistic, wimpy preaching and scare tactics

that haven't worked in the past. Using teachers who normally teach soccer or frog-dissecting will not change much.

These P.E. teachers and biology teachers have not normally counselled students about drugs. The current faculties of our schools were not hired to fight the drug epidemic. The problem must be tackled by qualified, experienced drug counselors who are paid to come into the schools.

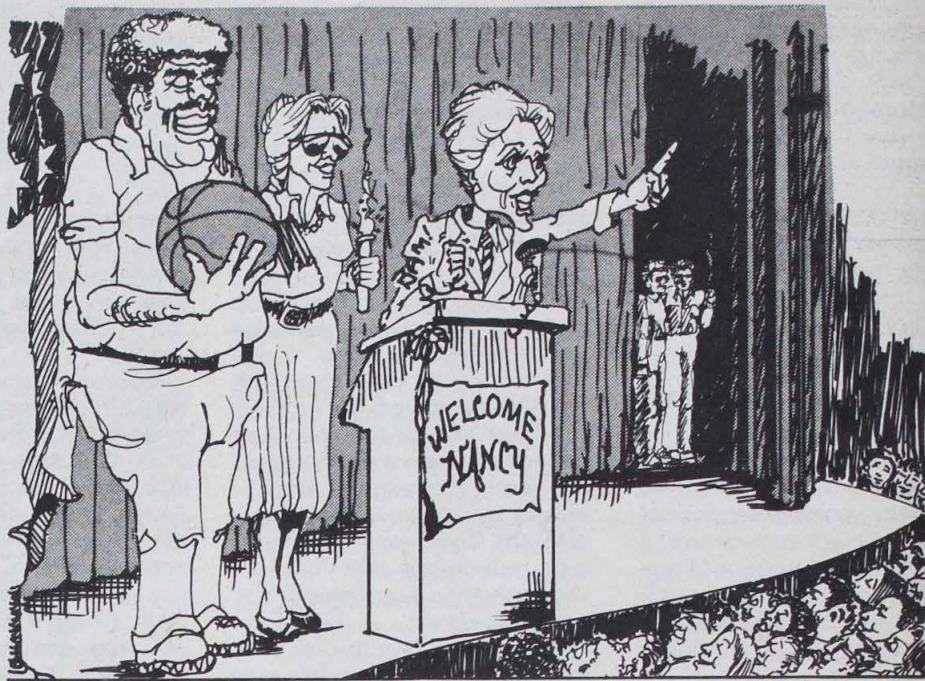
These counselors, as confirmed by our phone calls to drug education centers, are available for regular teaching in the schools. They could teach a five-week course during gym classes. If one counselor, travelling around to different schools throughout the year, could reach 900 students, about 140 of these special teachers would be needed to reach every high school student in Chicago, public and private.

The cost for these 140 teachers would be approximately 3.3 million dollars, less than one percent of the federal money approved by Congress to fight drugs.

Now that the problem is receiving some much-needed attention, let's put some reality behind the solution so that it might work for once. Making safe speeches that sound good on television is not likely to change teens' intelligence about drugs and it certainly will have little affect on the attitudes of those who are already using drugs.

Let's not do to drug education what's been done to sex education. Let's be factual and direct with qualified teachers and enough time to cover the subject.

'SAY NO!'



"HEY, MAN. YOU THINK SHE CAN GIVE US THE REST OF THE DAY OFF!"

Letters

Getting the Drugs Out of the System

Thank you for your excellent article, "Drugs Jokes at Parties."

The article called to my attention the danger that can exist for all of us at parties when drugs are present. If I were asked to use drugs, I could at least have a choice, but I would not be able to make

that choice if my food or drink were spiked without my knowledge.

Tim Karch

The article in the newspaper about drugs written by Nicole Lacey was very good. I liked it because it gave me the chance to see how many teenagers are destroying others lives with drugs and just treating it as if it were a joke.

I don't think that everyone has to take drugs just to be cool or just because their friends push them into it. I hope that this article will make more people change their minds and not take it as a joke. I wish that you could print more articles like this.

Tuey Wong

I was happy to see the article recognizing the problem of teen drug abuse. I think it is one of the most harmful and least realized problems today. I also enjoyed reading about Aware, the drug test. Although only a small step, it is a beginning to a drug-free teen population.

Anonymous

Sneaky Previews

I feel that the movie reviews in **New Expression** give away too much of the movie in the review. Save some of the details for your readers to see for themselves. I feel the space taken up in the long reviews could be utilized better by having more reviews that are more concise.

Shannon Campbell

Wine, Women, Song

Basically, I found **New Expression** interesting and informative. I was not happy, though, to find that a paper run by teenagers would be as quick to put teenagers down. To me the articles seemed to say that teenagers' only concerns are sex, drugs and music.

Adrienne Dumser

New Expression

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Chicago

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YOUNG CHICAGO

In the Closet

Erin C. Martin

Most people don't look good dead. I find this to be my experience.

When I was twelve years old, my grandmother died. She was a mean and hateful woman, and I felt no great sorrow at her passing. She never had a nice thing to say to me or my brother, Julian. She always fussed about the weather and the next door neighbor's dog who sprayed her bushes to mark his territory.

She was always quoting passages from the Bible like so many old people who act religious. Little did she know that a person has to be good as well as sanctified to get into heaven.

I was glad to leave St. Louis. It held too many bad memories for me, mainly the constant naggings and preachings of my grandmother. She went to bed one night and didn't get up the next morning. Like I said, I didn't burst out in tears at the news. And shortly afterwards my parents divorced, and Mom, Julian and I moved back to Chicago.

Julian, as well as grandmother, looked bad dead. Julian was rather handsome in life. But laid out in the coffin he looked green and slightly bloated. I remember that my grandmother looked shrunken and yellow and just as ugly as she had looked when she was alive.

Julian was killed by a drunken driver when he was going to a convenience store near my house. The driver probably won't serve more than five years in prison because of the fact that she had never before been arrested.

After the funeral, lots of relatives came with condolences and Corning Ware casseroles. They probably meant well, but I still didn't want to see them.

All the condolences and food in the world wouldn't make Julian not dead. Most of the time I stayed in my room crying. That was the first time that anyone I really loved died.

After the relatives stopped coming, Dad left and went back to St. Louis. I guess he didn't want to be in the house with Mom any longer than he had to. My mother is rather nerve-racking.

She kept an extremely clean house, as though she were expecting the decorating editor of *Better Homes and Gardens* to pop by unannounced for a layout shot of our house. I remember that on Saturdays at the crack of dawn she had Julian and I up to clean an already spotless house.

Two days after Julian's funeral my mother was dressed and ready for work. She seemed none the worse for his absence. She wore her usual dull suit without feminine adornments. Her makeup was precisely done. Its very perfection made a person wonder if she had her own makeup artist in her bedroom to do it for her every morning.

She didn't act as though she remembered that she had buried her son just two days ago. And I wondered if she would turn his bedroom into a sewing room.

I was not ready to go back to school, partly because I was so depressed and partly because I didn't like school and looked for an excuse to stay home whenever I could.

We were bratty children. One summer we caught the neighbor's Afghan hound and shaved it bald. The neighbor screamed when she saw her Precious with no hair. Our mother whipped us

soundly and locked us up in a closet for punishment. This was her usual response when she didn't want to be bothered with us. She locked us away. She tried to forget we were there.

The first thing Julian and I did when we got back to Chicago was to go to the Museum of Science and Industry. We were becoming adults, which explains our new reverence for the museum. We looked at the exhibits with a greater understanding instead of trying to figure out ways to elude our mother and go look at the exhibit with the dead babies.

The last time our mother took us was on a crowded Saturday afternoon. I was six, and Julian was about eight. We walked and looked at the exhibits until Julian and I got tired. Mom made us keep on walking because, she reasoned, there was so much museum and so little time to see it all.

Suddenly, I had to go to the bathroom really badly, probably owing to the fact that I had so much to drink at lunch. We tried to get to the bathroom in time, but we couldn't, and I wet myself. I think the most terrible feeling in the world must be wet corduroy sticking to your skin. I felt miserable, and we had to go home in the cold winter air. I had a very obvious stain on the back of my pants.

When we got home, Mom locked me in the closet for shaming her in public. I didn't understand her. I was the one with the pee in my pants. It was *my* shame, not hers. When I was in the closet, Julian talked to me under the door. He told me bad jokes to cheer me up, and I laughed.

Some of this feeling is still with me. I hated the feeling of being shut away because my mother didn't want anything to do with me.

When I saw Julian again, I thought I was dreaming. Sometimes, when I wake from dreaming, someone from the dream is still with me. Because of this, I try to stay awake most of the time. I still have dreams about monsters. What if one of them came out of my dream and made me have a heart attack or something? It scares me to think about it.

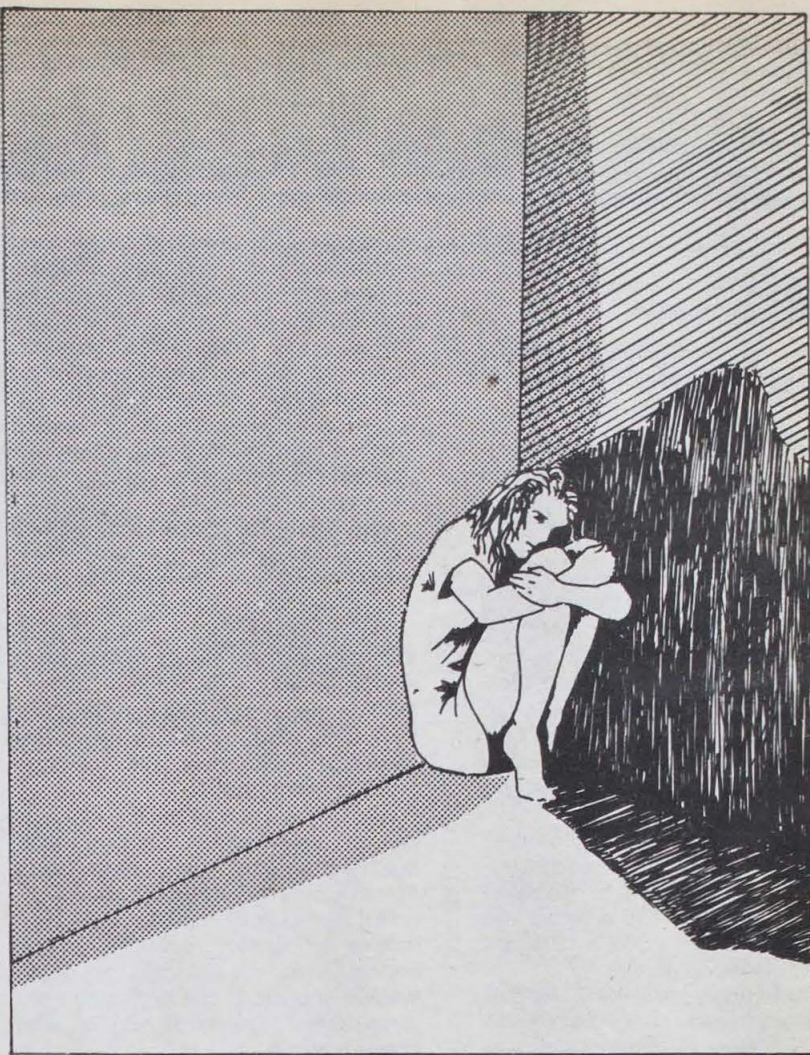
One night when I was trying not to sleep, I saw Julian. He was sitting in the wicker chair my Aunt Julie gave me for my birthday. I still am not sure if this was real or imagined. At that time I didn't care. I just wanted more than anything to see him again.

I could only see him if I slept really lightly. We talked about different things, and Julian sometimes didn't want to talk. I accepted that. Mostly, he just asked me who went to his funeral, things like that. I was able to do it for weeks before my mother found out about it.

She heard me talking to him one night and burst into the room. I woke up right way and stared her boldly in the face. This was my first act of open defiance. It made me feel good that I could rebel and not have to be a little kid anymore.

She came over to me and slapped that defiant look off my face. She was angry, but I don't know why. Maybe she felt that I was somehow shaming her again.

I didn't want it to happen, but she made me feel six years old again. I wet myself like that day in the museum. The museum memory rushed back and overpowered me. My mother still had control over me.



Art by Sean Hicks

She could make me wet myself on command. I couldn't think straight. I didn't know what to do so I just started crying until I had a bad headache. Julian's coming back had made it so that I didn't have to cry anymore, but now I had never felt so defeated in my life. I lay back on my bed and slept a dead, dreamless sleep.

The next morning, Mom took me to a place for *crazy* people, where I still live now. I learned from my therapist that my mother had told them that I'd tried to kill myself and had to be stopped from taking a bottle of sleeping pills. My mother had lied about me.

She was locking me back in the closet. She didn't want to be bothered with me. Dad never visited me. Last spring he died of heart failure. He was fifty-two. I was alone in the world with no one to depend on but a woman who wanted me gone.

I wonder if she thinks about me on the twenty-nine days of the month she doesn't see me? Does she remember that she has a daughter? Did she turn my bedroom into an office like she turned Julian's into a sewing room?

I think that on the first chance I get I will try to kill myself. The other patients are really ill, but at least they have relatives and friends who hope that they will get well. I don't have anyone.

Mom should not have been with anyone in her life, because everyone she is with gets hurt eventually. She makes people die.

Julian doesn't come back anymore.

About Young Chicago

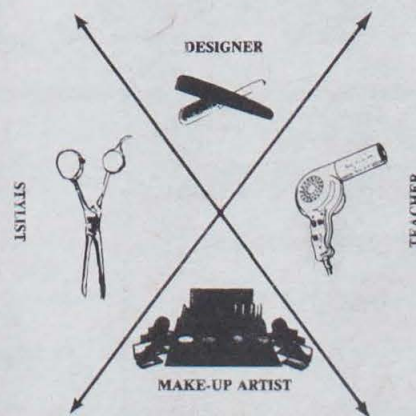
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Entertainment

MOVIES

The Boy Who Could Fly

This movie mixes melodrama, science-fiction, comedy, romance and fantasy in an apparent attempt to appeal to all types of audiences. The result is confusion.

The story is about 14-year-old Milly (Lucy Deakins) whose family starts a new life after the suicide of the father. While adjusting to their new neighborhood, Milly meets Erik (Jay Underwood), a mute who has retreated into his own world as a result of his parents' death in a plane crash. Erik's response to this tragedy is to pretend to fly.

Milly tries to help him communicate with other people. She also struggles with her feelings of disbelief through the movie as to whether the strange happenings involving Erik are a sign of his being able to fly.

The underlying message in this film is to believe in self enough in order to believe in others. But this message is lost with all the romance, fantasy and

comedy that follows.

It is predictable that Milly would fall in love with Erik while trying to help him. But the Disney-like fantasy way the directors present the romance, complete with sky rockets and clouds, distracts the audience from the theme. It is so distracting that I wondered if the directors were going to pursue another story altogether in the middle of the film.

The character of Geneva (Mindy Cohn), a giddy teenaged friend of Milly's, is funny, but the humor is more distracting than entertaining.

In contrast, the acting of Lucy Deakins is absorbing. She is believable as a teen under the strain of a father's suicide, experiencing a haunting first love with a boy who can fly. It was played honestly and with the right amount of innocence.

Jay Underwood's character of Erik did not have many speaking parts, but his character comes across as a boy misunderstood by others.

But because of the mixed moods, neither acting performance saves the movie. Obviously the directors didn't believe enough in the audience's entertainment standards to let well enough alone.

Faith Tucker



The Boy Who Could Fly

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Entertainment

Crocodile Dundee

Don't think of this movie as the adventure of some half-baked Australian Indiana Jones in New York City as I did at first. Instead, think of him as a charming Aussie bushman who tells us a lot about ourselves through the wonderful honesty of his character.

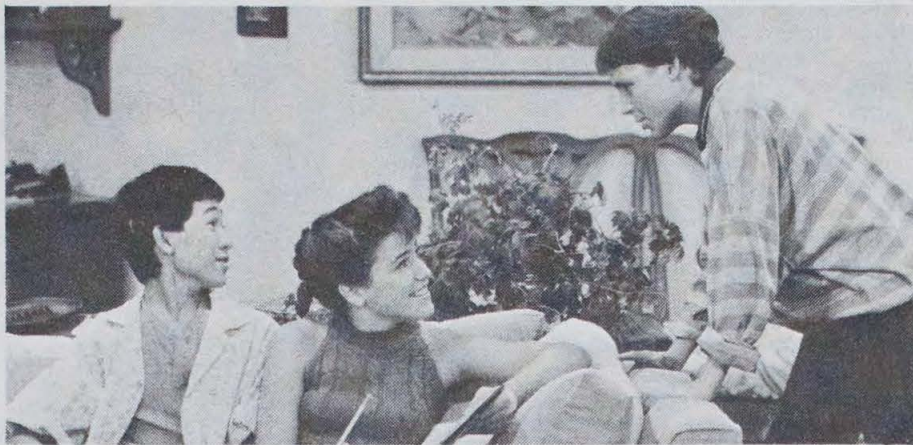
"Crocodile Dundee" is about an Australian poacher who is invited to New York by *Newsday Newspaper* because he manages to survive being attacked by a crocodile in the Australian bush. The plot is predictable in that the beautiful lady reporter and Dundee fall in love.

But the charm, corniness and naivete of the main character separates this story from other romantic adventure films.

The charming Paul Hogan knows something about the Aussie bushman character he portrays. Because of this, he seems not to be acting at all.

An Australian bushman in high-tech New York makes for corny but funny scenes. Dundee is afraid of being sucked under the floor by the escalator in the airport when he arrives. On a street corner he tells two prostitutes that they shouldn't stand outside of bars because people will assume they are prostitutes. He sees a man snorting cocaine and assumes that the man is trying to unclog his nose.

Even though Dundee is exposed to all of these situations that are foreign to him, his character and personality does not change. Even in the Ritz Hotel, Dundee sleeps on the floor, eats out of cans and generally looks like he's about to go hunt crocodiles.



Keeping your identity and learning to accept others as themselves is the message in this film. That coupled with the humor, the good acting and the beautiful scenery of Australia are more than enough reasons to go see this movie.

Faith Tucker

TELEVISION

Head of The Class

Welcome to Room 19 of Monroe High School, the new classroom comedy on ABC called "Head of the Class." This comedy is especially for teens because it deals with the problems of a teenager's life.

As a classroom comedy it's a lot like "Welcome Back Kotter," except that these kids are academic. The whiz kids of "Head of the Class" are spilling over with knowledge.

Their teacher, Charlie Moore,

played by Howard Hesseman, tries to give his whiz kids a well-rounded education, but as a 60's hippie and now an 80's liberal his teaching is unorthodox.

The ten whiz kids are so different from one another that they break the "nerd" stereotype once and for all. Darlene, played by Robin Givens, is a speech and debate enthusiast who, on the surface, appears perfect, but underneath is very unsure of herself. Maria, played by Leslie Bega, is heavy on the make-up and gaudy clothes but very sensitive and sincere on the inside. And there's Simone, played by Khrystyne Haje, a quiet, super conservative dresser, who's painfully shy.

For a change, this show presents the problems of the teen characters realistically. And the counseling of the teacher is believable and helpful. He's the type of teacher that most students would like to have.

This should be an interesting series if the ratings keep it on the air. I'm anxious to see whether the script writers keep it realistic and whether

Moore cuts his tail off between now and June.

Deidra Guerrero

Together We Stand

The situation for this show is not suited to comedy, although it might work as a dramatic television movie.

The situation is a family of four who adopt two children with different racial backgrounds. In the first episode the parents joke about their first adopted daughter's feelings of anger and betrayal when the parents adopt two other children. Her brother tells the parents that if Amy (the first adopted child) has a problem with Sam (the second adopted child) that the family could send her back to the adoption agency. This type of insensitive humor doesn't work, or it shouldn't work.

In the second episode, the mother, Lori, has a dream about "white bread," which leads her to believe that she is not the right mother for Sam and Sally, the newly adopted children. This subject is too serious to be mixed with comedy.

It's obvious why the producers use a laugh track. The humor doesn't work.

All of the show's cast, except Natasha Bobo, have starred in award-winning comedies before joining "Together We Stand." Elliot Gould won fame for his comic skill in "M*A*S*H." And Dee Wallace Stone was praised for her humorous portrayal as the mother in "E.T." It's too bad that this wonderful talent wasn't given a more suitable script.

As it is, I doubt that they'll be standing together beyond this season.

Jeneen Catledge

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MUSIC

Paul Simon Graceland

The search for new sounds in music has been on the minds of every pop performer who wants to survive. Most of them fail or produce something artificial and contrived. But in his new album "Graceland," Paul Simon delivers a joyful new sound with honesty and sweetness.

"Township Jive" or "Mbaqanga" is the street music of Soweto, an all-black ghetto outside of Johannesburg, South Africa, which Simon came across by chance. The couple dozen musicians and singers Paul hired for most of this project are well worth the extra money he paid for them.

The Soweto bands, Stimela and the Boyoyo Boys, use guitars, drums and bass like American bands. But what Simon found attractive was the added emphasis on the accordion and saxophone in Soweto. L.A.'s Los Lobos and Louisiana's Good Rockin' Doop-sie, who make appearances on "Graceland," also play the accordion and saxophone in the same jumping style.

This connection between Africa and America is the underlying theme of "Graceland." The American Everly Bros., who sing on the title track, and the South African vocal group, Ladysmith Black Mambazo, have similar sweet harmonies.

One African group said that they now use minor chords similar to the ones they heard from Simon. And Simon now uses some of Stimela's rolling melodies and LBM's vocal style.

Although the music is definitely "township jive," the words are not. Since Simon is not a South African, he cannot write about apartheid oppression from experience.

The only song that comes close to being political is "Homeless," which was mostly written and arranged as a soulful, acapella vocal by Joseph Shabalala, lead singer of Ladysmith. The words in Zulu tell the story of a homeless Sowetan man, and they give us a different perspective on the South African crisis than the lyrics on "Sun City."

Simon's own writing style resembles story telling. "Graceland" is much like a collection of short stories. Verses start off with lines such as "There was this girl in New York City..." and "A long time ago..."

People who only hear music may think this album isn't diverse enough. But the sensitive listener of music will find dancing horns, crisp guitars and sweet harmonies. Admittedly, there are similarities among the eleven songs on "Graceland," but these similarities bring the album together rather than make it boring.

Most listeners of music will enjoy "Graceland's" maturity after years of being assaulted by juvenile techno pop.

David Ratzlow

Chicago 18

Chicago has made a few changes since they were last heard from in 1984. These changes seem to be for the better. This new album won't necessarily change anyone's view of life, but the songs are danceable and enjoyable.

Peter Cetera, the band's former lead singer who recently went solo, has been replaced by vocalist/bassist Jason Scheff. Jason's tenor voice adds flair to Chicago's new style of pop-rock music with occasional classic rock undertones. The lyrics revolve around the typical theme of love and relationships.



The exception to these themes is Chicago's current release, the remade "25 or 6 to 4," a song about trying to function in a drunken stupor. It has powerful percussion, hard-rocking guitar riffs and funky, soulful trumpets. It's already climbing the charts.

"Niagara Falls" has an enchanting multi-layered sound with a breathtaking melodic rhythm. It rides like waves and flows and splashes like a waterfall.

The emotionally stirring "Forever"

is definitely their best song yet. The ranting saxophones, raving-rocking guitars, powerful percussion motions and the singer's serious voice all reflect a determination to make this special relationship last forever.

No Chicago album would be complete without the standard Chicago-style ballad, "I Believe." This slow, mellow song with the familiar Chicago sound proves that despite all of Chicago's changes, some things will never change.

Angela English

Guide to new teen-produced cable TV shows

Be sure to watch **Hard Cover** every Monday night, now on Cable Channel 19. Here's a listing of new dates and times for upcoming telecasts.

Teen Lifestyles: Oct. 27 at 7:30 p.m.

Teens battle it out over the effects of song lyrics on teen behavior.

Student Voices: Nov. 3 at 7:30 p.m.

Students discuss the lack of A.P. courses in some high schools with Board officials.

Let's Talk: Nov. 10 at 7:30 p.m.

Whitney Young drama troupe dramatizes male attitudes about sex and provokes reactions from a teen panel.

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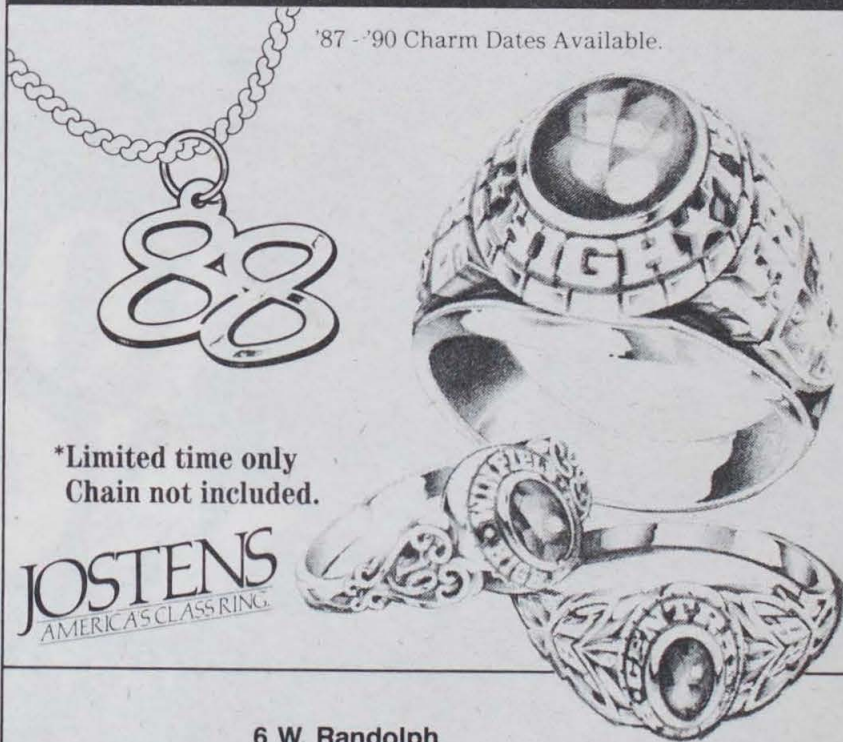
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